

CHESTER SENIOR HIGH

1330 JA Cochran By Pass
Chester, South Carolina 29706

GRADES 9-12 High School

ENROLLMENT 949 Students

PRINCIPAL Kathie Greer 803-377-3161

SUPERINTENDENT Dr. Barry E. Campbell 803-385-6122

BOARD CHAIR Mrs. Denise C. Lawson 803-581-6224

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	14	6	3	0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

NO

This school met 9 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Excellent	N/A
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Unsatisfactory	Excellent	No
2004	Average	Excellent	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	72.0	N/A	N/A	71.9	N/A	N/A
Passed 1 subtest	16.1	N/A	N/A	14.6	N/A	N/A
Passed no subtests	11.8	N/A	N/A	13.9	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	91.3%	94.9%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	6.2	10.5
Seniors who met the SAT/ACT requirement	6.2	10.7
Seniors who met the grade point average	43.8	45.4

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	213	180
Number of Diplomas	131	132
Rate	61.5%	74.6%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	149	91.3	162	6.2	213	61.5	YES
Gender							
Male	78	92.3	83	6.0	117	55.6	N/A
Female	71	90.1	79	6.3	96	68.8	N/A
Racial/Ethnic Group							
White	75	97.3	78	11.5	92	73.9	N/A
African-American	74	85.1	83	1.2	120	52.5	
Asian/Pacific Islander	0	N/A	0	N/A	1	I/S	N/A
Hispanic	0	N/A	0	N/A	0	N/A	N/A
American Indian/Alaskan	0	N/A	1	I/S	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	142	93.7	151	6.6	192	66.1	N/A
Disabilities other than speech	7	42.9	11	0.0	21	19.0	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	149	91.3	162	6.2	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	1	I/S	N/A
Non-Limited English Proficient	149	91.3	162	6.2	211	61.6	N/A
Socio-Economic Status							
Subsidized meals	49	83.7	110	0.0	101	48.5	N/A
Full-pay meals	100	95.0	52	19.2	112	73.2	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 33.3%									
All Students	229	92.6	13.4	37.3	31.1	18.2	56.5	YES	NO
Gender									
Male	99	93.9	18.5	42.4	32.6	6.5	47.8	N/A	N/A
Female	130	91.5	9.4	33.3	29.9	27.4	63.2	N/A	N/A
Racial/Ethnic Group									
White	90	92.2	7.4	22.2	42.0	28.4	77.8	YES	NO
African-American	139	92.8	17.2	46.9	24.2	11.7	43.0	YES	NO
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	203	93.6	7.5	39.0	33.7	19.8	61.5	N/A	N/A
Disabled	26	84.6	63.6	22.7	9.1	4.5	13.6	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	229	92.6	13.4	37.3	31.1	18.2	56.5	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	229	92.6	13.4	37.3	31.1	18.2	56.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	121	90.1	18.7	44.9	24.3	12.1	43.9	YES	NO
Full-pay meals	108	95.4	7.8	29.4	38.2	24.5	69.6	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	229	92.6	25.8	32.1	31.1	11.0	49.3	YES	NO
Gender									
Male	99	94.9	25.8	34.4	31.2	8.6	46.2	N/A	N/A
Female	130	90.8	25.9	30.2	31.0	12.9	51.7	N/A	N/A
Racial/Ethnic Group									
White	90	92.2	12.3	25.9	42.0	19.8	67.9	YES	NO
African-American	139	92.8	34.4	35.9	24.2	5.5	37.5	YES	NO
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	203	93.1	19.9	34.9	33.3	11.8	53.2	N/A	N/A
Disabled	26	88.5	73.9	8.7	13.0	4.3	17.4	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	229	92.6	25.8	32.1	31.1	11.0	49.3	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	229	92.6	25.8	32.1	31.1	11.0	49.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	121	90.1	35.5	30.8	27.1	6.5	39.3	YES	NO
Full-pay meals	108	95.4	15.7	33.3	35.3	15.7	59.8	N/A	N/A

Abbreviations for Missing Data

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DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 949)				
Retention rate	15.7%	Up from 0.1%	9.7%	9.1%
Attendance rate	93.4%	Down from 93.7%	95.9%	96.0%
Eligible for gifted and talented	2.6%	Down from 3.1%	4.9%	5.8%
With disabilities other than speech	10.0%	Down from 10.5%	14.3%	12.7%
Older than usual for grade	13.9%	Up from 13.7%	11.5%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.5%	Down from 4.3%	1.6%	1.6%
Enrolled in AP/IB programs	10.2%	Up from 3.7%	10.3%	10.2%
Successful on AP/IB exams	25.0%		36.3%	53.8%
Annual dropout rate	4.1%	Down from 6.5%	2.7%	2.7%
Career/technology students in co-curricular organizations	7.6%	Down from 9.3%	7.3%	3.6%
Enrollment in career/technology center courses	189	Down from 342	378	466
Students participating in worked-based experiences	9.1%	Up from 6.5%	27.9%	25.7%
Career/technology students mastering core competencies	63.4%	Down from 73.2%	75.5%	77.7%
Career/technology completers placed	N/A	N/A	98.6%	99.3%
Teachers (n= 52)				
Teachers with advanced degrees	46.2%	Down from 46.4%	50.0%	52.0%
Continuing contract teachers	75.0%	Up from 73.2%	82.6%	82.1%
Highly qualified teachers**	92.9%	N/A	90.9%	89.5%
Teachers with emergency or provisional certificates	8.3%		8.6%	8.6%
Teachers returning from previous year	86.2%	Up from 82.7%	86.1%	86.2%
Teacher attendance rate	94.7%	Down from 95.1%	94.7%	95.3%
Average teacher salary	\$40,769	Up 1.4%	\$40,640	\$41,060
Prof. development days/teacher	16.3 days	Up from 9.8 days	10.4 days	10.6 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	3.0
Student-teacher ratio in core subjects	29.0 to 1	Up from 23.5 to 1	26.4 to 1	26.4 to 1
Prime instructional time	86.6%	Down from 87.3%	89.1%	90.0%
Dollars spent per pupil*	\$6,681	Down 0.8%	\$6,347	\$6,310
Percent of expenditures for teacher salaries*	50.9%	Down from 53.1%	58.3%	57.9%
Opportunities in the arts	Excellent	No change	Good	Excellent
Parents attending conferences	87.0%	Up from 42.4%	91.9%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This school year CHS had a record six Palmetto Fellow Scholars, over forty percent of our graduating class (the largest class in several years) achieved honor graduate status, and our seniors received over one million dollars in scholarships. Although we have not yet received data on the exit exam performance, our students went into the exam with great confidence after working on these skills each day during the Last Twenty. Those students who received SAT prep work during the Last Twenty experienced increases in test scores ranging from fifty to one hundred and fifty points. Special incentives were given for students to retake the SAT or ACT to achieve higher scores. We have provided additional academic support through a homework center program, after-school tutoring, REACC, language arts and math skills courses, computer labs, academic challenge and SAT competition teams, and breakfast, snacks, and water during semester exams and on standardized testing dates. We implemented a freshman academy program to provide a smoother transition for first year high school students. Three instructional teams are dedicated to this initiative. The transition team implemented this school year has coordinated meetings with middle school teachers and parents, conducted course selection and assessment sessions with all rising ninth graders and their parents, planned the fall ninth grade orientation program, and designed a more formal procedure for review of academic placement and individual four year plans for all students. Special courses are being offered during the summer and regular school year to address skill deficits. Special scheduling is planned to work with those students who were not successful last school year as first year high school students, but will be required to take the new exit exam this school year.

We have continued to increase use of technology in instruction and student access to technology. A technology organization has been established and students can earn custom-made patches for achievement in technology. Our staff work teams have continued to develop and this year implemented programs and initiatives in the areas of parent involvement, achievement/recognition, test preparation and exit kickoff/celebration, staff support/recognition, reading, communications, community events, staff development, and ninth grade transition. An academic letterman program has been designed for implementation this fall. The School Improvement Council is heading a project to again attempt to establish a parent organization (Parents In Education). Our athletic teams won four region championships, one upper state championship, and one state championship. The band, chorus, and JROTC programs received excellent ratings in state competitions. JROTC again was recognized for high achievement in national competition. The Beta and FCCLA clubs won several state competition awards. Many students and staff members have distinguished themselves by winning individual recognitions/awards.

Kathie Greer, Principal

Angela Anderson, School Improvement Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	51	166	58
Percent satisfied with learning environment	56.9%	55.2%	49.1%
Percent satisfied with social and physical environment	60.8%	65.9%	54.5%
Percent satisfied with home-school relations	18.0%	77.5%	50.0%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.